

بسم الله الرحمن الرحيم



Sudan University of Science and Technology

College of Graduate Studies



**The Importance of Using Technology Means in Enhancing English
Language learning at Tertiary Level**

أهمية استخدام وسائل التكنولوجيا في تعزيز تعلم اللغة الانجليزية لدى طلاب الجامعات
في التعليم العالي

**A thesis Submitted in Partial Fulfillment for Requirement of
M.A. Degree in English language**

Prepared by

Marowa Mohmmmed Mahjoub

Supervisor

Dr: Yusuf AlTiraifi Ahmed

2015-2016

بسم الله الرحمن الرحيم

قال الله تعالى:

{ اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5) }

صدق الله العظيم

سورة العلق الآية (1-5)

DEDICATION

To my parents and relatives

To my teachers

To my sister and brothers

To my friends

ACKNOWLEDGEMENT

I am grateful to Allah who creates me and granted me a brain to learn and think, also the great thanks to my teacher Mohmmmed Abdollahtif for his pushes to reparative recommendation on having my degree, also my supervisor Dr: Yusuf AlTiraif Ahmed for his exact and adjusted supervision and for his invaluable help all through the study.

Abstract:

This research is about the importance of using technology means in enhancing English language learning at tertiary level. The aims of this study are using technology means to help both teacher and student to improve their skills to saving time. The researcher designed a questionnaire for a sample of 40 students third year of college of Management Information System of Sudan university of science and technology the researcher used the descriptive analytical method to conduct her study. After the analysis of data, the researcher arrives to the following results: the both teachers and students can use technology means in classroom to make the lesson interesting and also encourage students to learn more. In the end of the research the researcher gives some recommendation that teachers and students must use technology means in classroom instead of the traditional ones and teachers should know more about technology and know how to use it.

المستخلص :

يتناول هذا البحث أثر استخدام وسائل تكنولوجيا في تعلّم اللغة الإنجليزية. يهدف هذا البحث إلى استخدام وسائل التكنولوجيا لتساعد الطلاب والأساتذة علي تحسين مهاراتهم وتوفير الوقت. للوصول للإهداف، استخدمت الباحثة الاستبيان لعدد (40) طالب من الفرقة الثالثة كلية نظم المعلومات الإدارية بجامعة السودان للعلوم والتكنولوجيا. استخدمت الباحثة طريقة التحليل الوصفي للوصول للنتائج. بعد تحليل البيانات توصلت الباحثة للإتي: يستطيع الأساتذة والطلاب استخدام وسائل التكنولوجيا في الفصل لجعل الدرس شيقا ويشجع الطلاب للدراسة أيضا. في نهاية البحث أوصت الباحثة بالآتي: يجب على الأساتذة والطلاب استخدام وسائل التكنولوجيا أكثر من الأدوات التقليدية وعلى الأساتذة ان يعرفوا أكثر عن أدوات التكنولوجيا و كيفية استخدامها.

Table of contents:

| Contents | | Page number |
|----------------------|---|--------------------|
| 1 | الإيه | I |
| 2 | Dedication | II |
| 3 | Acknowledgments | III |
| 4 | Abstract | IV |
| 5 | المستخلص | V |
| 6 | Table of contents | VI |
| Chapter One | | |
| 8 | Introduction | 1 |
| 9 | Statement of the problem | 1 |
| 10 | The objectives of the study | 1 |
| 11 | The question of the study | 2 |
| 12 | Hypothesis of the study | 2 |
| 13 | The methodology of the study | 2 |
| 14 | The significant of the study | 2 |
| 15 | The limits of the study | 2 |
| Chapter Two | | |
| 17 | The brief history of technology and language learning | 3 |
| 18 | Technology tools in the classroom | 4 |
| 19 | History of technology | 5 |
| 20 | Technology and teaching | 6 |
| 21 | Effects of technology tools | 7 |
| 22 | Background | 10 |
| 23 | Children of technology tools revolution | 12 |
| 24 | Writing and technology tools | 13 |
| 25 | Summary | 15 |
| 26 | Previous Studies | 16 |
| Chapter Three | | |
| 28 | Introduction | 19 |
| 29 | Research method | 19 |
| 30 | Data collection tools | 19 |
| 31 | Population of the study | 19 |
| 32 | Sampling | 19 |
| 33 | Validity and Reliability | 20 |
| 34 | Statistical analysis | 20 |

| Chapter Four | | |
|---------------------|-------------------------------|----|
| 36 | Introduction | 22 |
| 37 | Analyses and discussion | 22 |
| 38 | Summary | 34 |
| Chapter Five | | |
| 40 | Introduction | 35 |
| 41 | Conclusion | 35 |
| 42 | Recommendations | 35 |
| 43 | Suggestion of further studies | 36 |
| 44 | Appendices | |
| 45 | References | 37 |
| 46 | Questionnaire | 38 |

Chapter One

Introduction

Chapter one

Introduction

1-0 Background

Technology and education are pretty interesting world these days. Nearly every teacher has a few favorite technology tools that make doing his or her job and connecting with students a little bit easier and more fun for all involved. Yet as with anything related to technology new tools are hitting the market constantly and older ones rising to prominence, broadening their scope, or just adding new features that make better matches for education, which can make it harder to cope with the newest and most useful tools even for the most technology savvy teachers. Here, we have compiled a list of some of the technology tools. Including some that are becoming increasingly popular and widely used that should be part of all teachers. Technology tools are arsenal this age, whether for their own personal use or as educational aids in the classroom.

1-1 The statement of the problem:-

This research investigates of the use of technology means in language learning and how it can improve the learner's competence and how suddenly University students use this technology in right way to learn.

1-2 the aims of the study:-

To encourage students to learn more.

To encourage learners to do assignments and home works that interest them.

To improve students skills.

To help teachers and learners can go online to read or listen to material about different area of interest

1-3 The questions of the study:-

What is the perfect way to use the technology means?

To what extent are the teachers has enough knowledge to using technology means in classroom?

How can teachers make control in classroom by using technology means in perfect way?

1-4 The hypotheses of the study:-

1-The perfect way to use this technology means by using it in school exercises.

2-Teachers should have enough knowledge to use this technology in classroom.

3-Teachers should make specific period to students to make them using technology means in classroom.

1-5 The methodology of the study:-

This study will follow a descriptive way. The data will be collected by using questionnaire.

1-6 The significant of the study:-

This research will show us the easy and perfect way to learn study and get information in short time also to interest the students in classroom.

1-7 The limits of this study:-

This study is limited of tertiary students third level.

Chaptertwo

LiteratureReview

Chapter two

Literature review

2-0 Brief history of technology and language learning

Virtually every type of language teaching has had its own technologies to support it. Language teachers who followed the grammar translation method (in which the teacher explained grammatical rules and students performed translations) relied on one of the most ubiquitous technologies in U.S. education, the blackboard. The blackboard was later supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as by early computer software programs which provided what were known as “drill and practice” (or, more pejoratively, “drill and kill” grammatical exercises.

In contrast, the audio tape was the perfect medium for the audio lingual method (which emphasized learning through oral repetition). University language classes in the 1970 and 80s usually included obligatory sessions at the audio lab where students would perform the dreaded repetition drills.

By the late 1970s the audio lingual method fell into disrepute, at least in part due to poor results achieved from expensive language laboratories. Whether in the lab or in the classroom, repetitive drills which focused only on language form and ignored communication meaning achieved poor results.

The 1980s and 1990s have seen a shift toward communication language teaching, which emphasizes student engagement in authentic meaningful interaction. Within this general communicative trend, we can note two distinct perspectives, both of which have their implications in terms of how to best integrate technology into the classroom (Warschauer, M. & Meskill, C.:2000).

2-1 There is many classroom technology tools

2-1-1 Useful tools

These tools can help you to be in contact/ touch, and increase the case building multimedia lessons and learning tools.

2-1-2 Twitter

Twitter can be used in education. Teachers, take part in chats, share their ideas, or even use it in the classroom to reach out to students.

2-1-3 Google educations

Google offers a number of great education technology resources for teachers, including email and collaborative apps, videos, lesson plan search, professional development, and even educational grants.

2-1-4 Drop box

Easily store, share, and access any kinds of data from anywhere with the easy to use and free drop box service.

2-1-5 Apple I pod

One of the most widely used, though expensive, technology tools being used in today's classroom is the apple ipod. With a host of educational apps being developed for the device, it becomes a favorite of teachers and students alike across the nation.

2-1-6 Google earth

From geography projects to learn about geological processes, Google earth can be a fast way to show students anywhere in the world.

2-1-7 Technology

A science or knowledge put into practical use to solve problems or invent useful tools.

2-1-8 Tools

A device or implement, especially one held in the hand, used to carry out a particular function.

2-2 History of technology

A-stone age

The development of simple tools from wood or shards of rock and the discovery of fire, which provided away to cook food and create heat and light, were technological developments which allowed people to accomplish tasks more easily and quickly.

B-bronze age

The evolving ability of man to work with metal gave the ability to form stronger tools, and the introduction of the wheel allowed people greater ability to travel and communicate.

C-iron age

The ability to work with harder metals than copper and tin, to smelt iron, and to be able remove iron from are allowed for rapid increases in weapons making brought the development of tools that benefit civilization and gave greater ability to perform tasks such as manufacturing and transportation.

D-computers and internet

The ability to perform basic thinking processes much faster enables business, science and commerce to proceed much more efficiently.

An example of technology is the internet which has made up to date information available to anyone with access in matter of moment and provides real time information about events around the world.

2-3 Technology and teaching

“Incorporating technology into classroom requires a double innovation” says Selley Pasnik, director of the center for education and technology, educators who receive new technology must first learn how to use the equipment and then decide whether or not it supports the class objectives and curriculum.

For example, an instructor may restructure a lecture into a group activity, having students conduct online research to boost their understanding. With such a vast reference tool, the students might pose questions that no one in the class, not even the teacher himself can answer. Many teachers and schools choose to avoid this by discouraging the use of technology tools in a well organized lesson. Their latest shipment of smart boards, Elmos, or ipods stay locked in a closet as they struggle to find the time to effectively incorporate them into the curriculum plan.

Despite the challenges incorporating technology into education still has proven benefits, especially when it comes to personalized learning from math games that adjust the level of difficulty as players progress to electronic books that personalize the learning experience for students often benefit their understanding an interactive game is more engaging than book, so technology often promotes more practice and review in areas requiring memorization, such as spelling, math and geography. This frees up time in the classrooms education can focus on skills like problem solving, character development and critical thinking.

Technology also makes it easier to spend more overall time on learning. After school and weekend time can become effective learning time with the right technology. Says David Vinca founder and executive director are spark learning, an education company that focuses on bringing ipod into the classroom. Much like smart phones extend the workday by allowing

professionals to send emails any time, educational technology extends the school day for kids who will happily play multiplication games or review grammar on computer programs.

Educators also find it easier to track and assess student's progress with the help of technology. At the end each lesson cycle in esparks app, students record a video summarizing what they have learned, and email it to their teacher. If a student consistently misspelling words of a certain pattern, the teacher will know immediately and reintroduce specific skill.

2-4 Effects of technology on classroom and students

- 1-change in student and teacher roles
- 2-increased motivation and self esteem
- 3-technical skills
- 4-accomplishment of more complex tasks
- 5-more collaboration with peers
- 6-increased use of outside resources
- 7-improved design skill/attention to audience

Change in student and teacher roles:-

When students are using technology as a tool or support for communicating with others, they are in active role than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information.

Technology use allows many more students to be actively thinking about information, making choice, and executing skills than is typical in teacher led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress.

Increased motivation and self-esteem:-

The most common and in fact, nearly universal, teacher reported effect on students was increase in motivation. Teachers and students are sometimes surprised at the level of technology based accomplishment displayed by students who have shown much less initiative or facility with more conventional academic tasks.

Teachers talked about motivation from a number of different perspectives. Some mentioned motivation with respect to working in a specific subject area, for example, a greater willingness to write or to work on computational skills. Other spoke in terms of more general motivational effects student satisfaction with the immediate feedback provided by the computer and sense of accomplishment and power gained in working with technology.

Technical skills:-

Students even at the basic level school are able to acquire an impressive level of skill with a broad range of computer software. Although the specific software tools in use will likely change before these students enter the world in work, the students acquire a basic understanding of how various classes of computer tools behave and confidence about being able to learn to use a new tool that will support their learning of new software applications.

4- Accomplishment of more complex tasks

Teacher for observed classes and activities at the case study sites were nearly unanimous also in reporting that students were able to handle more complex assignments and do more with higher order skills because of the supports and capabilities provided by technology.

5- More collaboration with peer:-

Another effect of technology cited by a great majority of teachers is an increased inclination on the part of students to work cooperatively and to provide peer tutoring. While many of the classrooms we observed assigned technology based projects to small groups of students, as discussed above, there was also considerable tutoring going on around the use of technology itself. Collaboration is fostered for obvious reasons when students are assigned to work in pairs or small a group for work at a limited number of computers but even when each student has a computer; teacher note an increased frequency of students helping each other.

Increased use of outside resources:-

Teachers from 10 out of 17 classrooms observed at length cited increased use of outside resources a benefit of using technology. This effect was most obvious in classrooms that had incorporated telecommunications activities but other classes used technologies such as satellites broadcast and the telephone to help bring in outside resources.

Improved design skills/attention to audience:-

Experiences in developing the kinds of rich, multimedia products that can produced with technology, particularly when the design is done collaboratively so that students experience their peer reactions to their presentations, appear to support a greater awareness of audience needs and perspectives. Multiple media give idea (e.g. through text, video, animation). In apart because they have the capability to produce more professional looking products and the tools to manipulate the way information is presented, students in many technology using classes are reportedly spending more time on design and audience presentation issues.

While most teachers were positive about the design consciousness that technology fosters, a potential downside was also noted by a few teachers. It

is possible for students to get so caught up in issues such as type, font or audio clips that pay less attention to the substantive content of their product. We observed one computer lab within which several students with a research paper assignment spent the entire period coloring and editing the computer graphics for the covers of their as yet unwritten reports, pixel by pixel. Teachers are developing strategies to make sure that students do not get distracted by some of the more enticing but less substantive features of technology, for example, by limiting the number of fonts and font size available to their students.

2-5 Background

Technology has been a growing force in education, business, and private life for quite sometimes. More and more people use email instead of writing letters and sending them through the postal service, and many times, cards are sent for birthday and other special occasions instead of paper greeting cards. My space, an international site that offers email, social net working, communities, videos and web logging on the internet is where the students can communicates with friends, virtually designing and maintaining their own website for fun. In addition, more and more homes, schools, and business offices have computers and internet access.

A decade ago, access to technology was limited, and wiring schools was one of the nation's education priorities. Ten years of substantial investments and government interventions have vastly improved this picture. According to secretary's Fourth Annual Report on Teacher Quality, 90% of schools with computers access to the internet in 1994 (Clopton, 1997.p.98). Many schools across the country use technology to enhance student learning: tools such as internet access, digital cameras, email, interactive whiteboards, laptop computers, LCD projectors, and course specific software that support the

curriculum. Most teachers should have a basic understanding of how to use word processing software, such as Microsoft Word, which is available on all schools. Many teachers are allowing students to use inter net as a source of information for research projects assignments. Honey (2005) state that, according to the National Center for Education Statistics (NCES), public schools have made consistent progress in expanding internet access in instructional rooms.

However, the technology tools themselves should not be the focus. Technology is not the teacher; it is a tool the teacher uses to widen the students reach and should complement and enhance what a teacher does naturally. Bassett (2005) acknowledged the digital age is not about technology; it is about what the teachers and learners are doing with the technology to extend their capabilities (p.77).

Furthermore, the question is not whether technology tools are available for teachers and students to use. Technology tools are more available to teachers and students than ever before. The question is this: Are technology tools improving education? Even though complex factors exist, such as the ways in which technology has been introduced to different schools systems around our nation and the amount of money that has been used to purchase technology at individual schools, ultimately, the schools will be held accountable for these investments.

Wilder (1997) discussed the fact most of the research has focused on the effect technology has on students, while more attention should be paid to the effects technology has on teachers and the way they teach. Wilder maintained students move on, but teachers remain to influence the next group of students (as cited in Coley, 1997). Even though this statement is presently 10 years old, it still rings true today.

2-6 Children of technological tools revolution

Technological tools, especially personal computers, are often cited by educators and policymakers as magic workers in literacy programs, providing great access to all students. Blamires (1999) claimed that technological tools could help overcome skill level barriers to learning. He went on to say computer could make us smarter, if not wiser. Other researchers such as Baker, Gearheat, and Herman (1990) have dedicated pages to the motivational qualities of learning with technological tools.

Students are very familiar with how to work computers which means students are more engaged when using these technology tools.

Motivation and engagement are frequently identified as the major benefits of using technological tools to support literacy teaching (Andrews, 2003). A common view is that in using computers, students are so engaged and motivated by a viewing text they hardly realize they are accessing, reading, decoding, and analyzing information. Why is it so engaging? as previously mentioned, technological tools are everywhere in society and are part of our everyday lives. Hence, the use of technological tools in teaching and learning experiences directly relates to the real lives of students. Van kraayenoord (2000) declared “students with learning difficulties in particular will quickly become disengaged if classroom teaching does not connect with their lives, and if it does not engage them as learners with topic and issues that have interest and meaning for them”(p.398). Reading information on a website advertised in a favorite skating magazine, downloading the latest hits from a radio website, and reading the latest gossip about film stars are just some examples that connect with students real lives yet require active practice and development of literacy skills.

Other have suggested using computers for literacy building and literacy practice also allows students to take more risks with their language because of less fear of embarrassing mistakes. The read 180 program that has been implemented in department of Defense Education Activity Schools is good example. The read 180 software creates games for students while improving their reading skills. This point is similar to that made by Hardy (1999) in referring to the computer as anon threatening center of attention. Perhaps the highest indication of motivation and engagement is that in studies comparing literacy classes that used technological tools to those that did not, researchers found that truancy levels were much lower in the technological tools focused (Howell et al,2000). This was especially significant when discussing students identified as “at risk” because one of the major focuses of system analysis evaluation and research (SAER) programs is reducing truancy rates.

All the same time, since technological tools, especially computers and internet device, are becoming more and more apart of students everyday lives, using a computer is often no longer motivational in itself, as Becker (2000) discovered. Since computers are ever day and ordinary, her students approach them as simply another tool, like a pen or pencil, and not extrinsic motivational reward. This point can be true of all the new and innovative technology tools available today. Technology advances daily, and tools that are “new and improved” will always be a factor.

2-7 Writing and technology tools

Although research has shown talking books, other computer programs and Information Communication Technology (ICT) texts support learning of reading skills with positive results, both Dorman (1999) and Jaber (1997) suggested this is not enough. They explain a great number of technological

tools are available to move student with learning difficulties from being mere consumers of predetermined reading packages to actual producers of texts.

According to Dorman (1999), the introduction of simple multimedia authoring packages, such as Microsoft Power Point or Apples Keynote, moved children from the passivity of readers and responders to the activity of writers and authors.

Use of word processor may mean a student identified as being “at risk” of failing major literacy outcomes could be included in more high level activities and could access and create texts they otherwise could not. Spell and grammar check capabilities included in computer software are helpful tools for these students. In terms of programming and assessment, students and teachers can focus on literacy tasks and not lack of literacy skills while using these and other technology tools. This is in line with the “writing to learn” model of literacy rather than “learning to write”; however, there are dangers. Dorman (1999) argued, “if the teachers use word processors simply to facilitate repetitive tasks of copy typing, it become an educationally dehydrated means of child control” (p.25). Teachers must use these tools to aid students in completing a project, not as the project itself. Again, tasks must be engaging, purposeful, and relative to the real lives of students because, as Roschelle et al (2000) related, sitting in front of a computer doing word processing is not necessarily more interesting or constructive than using pen and paper(p.92).

2-8 Summaries

According to Postman (1993), “technology is ideology. To be unaware that a technology comes equipped with program for social change, to maintain that technology is neutral, to make the assumption that technology is always a

friend to culture, at this late hour, stupidly plain and simple” (p.135). While some change brought by technology have been positive, some issues remain unresolved. For example, students often complain of Power Point abuse by teachers, wasted time fumbling with projector or software, unmediated chat rooms, and wasted time teachers spend teaching web tools and not content. However, these same tools can be highly beneficial to students if they are used along with a sound instructional method. Teacher’s complaints toward integrating technology tools into the classroom include no training, no compensation for completing training, long hours learning new technology tools, and poor distribution of technology tools among teachers. The government is interested in assessing student achievements after adding technology tools into the curriculum and has offered grant to help schools districts obtain technology. However, even the government admits more than a standardized test must assess the success of technology use in classroom.

2-9Previous studies

LIU, M.Navarrete, C.C, Maradiegue, E., and Wivagg, j. (2014)
Mobile Learning and English Language Learners.
A case study of Using ipod Touch as Teaching and learning tool.
Journal of Interactive learning Research, 25(3).

Educators have become increasingly interested in the learning benefits that mobile technology can provide to students in and out of classroom. While there is considerable enthusiasm for using mobile devices to support learning with their multimedia capabilities, portability, connectivity, and flexibility, there is a paucity of research evidence about whether such mobile technology can facilitate learning for K-12 students, specifically the English language learners' population. This case study examined how ELL teachers and their students at two middle schools used the ipod touch to support their teaching and learning and explored the potential benefits of using such mobile devices as a teaching and learning tools.

Comment

This study share the same point of view of this research that using mobile phone as one technology tools in classroom for younger learners. It also agrees with research that this tool help students and teachers in their learning and teaching.

International Journal of Scientific & Technology research

Volum1, Issue 5, June 2012

A study of the Application of Digital Technologies in Teaching and learning
English language

Eisa Amiri, lecturer. Lamerd Brance. Islamic Azad University, Iran.

Internet, ICT, VLE, digital media and soft ware as such have heralded a new era in many a aspects of our lives, to which education is no exception. As used in communication, internet communication tools began to de used in education especially in teaching English language and literature learning as the case study in this paper. As a result of application of cyber technologies, both teaching and learning are facilitated. Students learn faster and easier than before because of the use of technology in schools.

Comment

The above study agrees with the current study that by using technological tools students can learn faster and easier than before.

Computers in human behavior

23(2007) 860-879

Technology- enhanced language learning

Shu Ching Yang, YI, JU Chen

Graduate Institute of Education National Sun-Yat-Sen University

This study explores participant views regarding of internet tools in language learning a activities. This descriptive study has illustrated the perceptions of a class of senior high school students regarding language learning in a technology environment. the subject were 4410th grade male students and their teachers who together joined a technology enhanced language learning project in Taiwan known as “Advanced joint English Teaching”. The students participated in six internet based teaching activities; group-mailing, a web-based course, an email writing program, English home page design, video-conferencing and chat room discussion. This study found that the AJET project provided the students with an opportunity to experience new technologies; learners experienced the pleasure of learning and this increased their learning possibilities.

Comment

This study shows that technology tools help students and teachers in classroom. It also makes lesson more funny and pleasant than before. Teachers can use technology tools more easily in perfect way to convey the information to their students.

Chapter Three

Researchmethodology

Chapter three

Research methodology

3-0 Introduction

This chapter describes the research methodology. It gives full description of the research tool which was used to collect the data beside the population and the procedures.

3-1 Research method

The researcher used the descriptive analytical method to analyze the data collected.

3-2 Data collection tool

The data of the present study was obtained by using questionnaire for students. The researcher constructed close-ended question to gather data from third year Students, College of management of information system at Sudan University of Science and Technology. The questionnaire was about of investigating SUST, knowledge and motivation towards English language. It contained 12 questions.

3-3 Population of the study

The population was third years Students College of Management of Information System in Sudan University of Science and Technology in academic year 2015-2016.

3-4 Sampling

The sample of this study consisted of(40) students both male and female. The sample of the study was selected randomly from the population.

3-5 Validity and Reliability of the questionnaire

Validity

The questionnaire was first given to Dr:Yusuf Altraifi, Dr:Mohammed Altayab and Dr:Tag Alsir Bahsoun who are staff member in Sudan University of Science and Technology, department of English language. They made some modifications to assure its validity.

Reliability

For easy of checking reliability of questionnaire it was designed according to the following formats:-

The main chosen system strongly agree, agree, neutral, strongly disagree and disagree also it numbers by 1.2.3. Etc.

Statistical analysis

Firstly: Reliability and Validity:

stability means that measure give the same results if used more than once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure. and calculate in many ways represents the easiest being the square root of the reliability coefficient

$$\text{Validity} = \sqrt{\text{Reliability}}$$

researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Table (4-1): Reliability and Validity:

| Questionnaire | |
|-------------------------|----------------------|
| reliability coefficient | validity coefficient |
| 0.5514 | 0.7425 |

Source: prepared by researcher, using SPSS, 2015

Notes from the results table (4-1) that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

Secondly: Statistical methods used:

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

- 1 - Charts.
- 2 - Frequency distribution of the answers.
- 3 - Percentages.
- 4 - alpha equation, to calculate the reliability coefficient.
- 5 - Medium
- 6 - Chi-square test for the significance of differences between the answers.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

Chapter Four

Data analysis

Chapter Four

Data Analysis, Results and Discussions

4-1 Introduction

This chapter consists of Data Analysis, Results and Discussions.

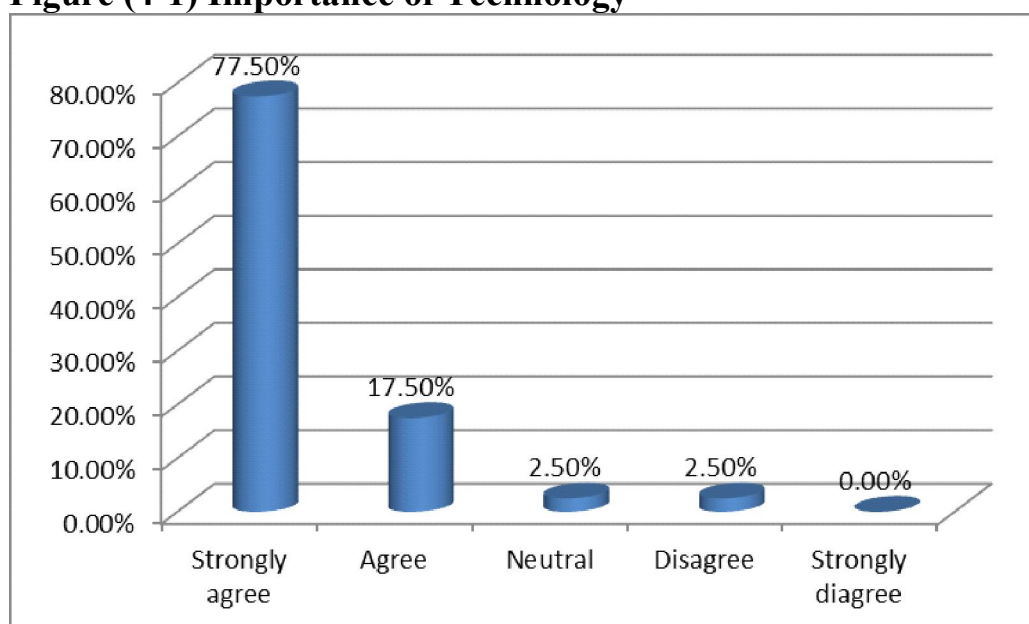
4-2 Analysis and Discussions

Statement(1)Technology is important in learning English language.

Table (4-1) Importance of Technology

| answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 31 | 77.5% |
| Agree | 7 | 17.5% |
| Neutral | 1 | 2.5% |
| Disagree | 1 | 2.5% |
| Strongly disagree | 0 | 0.0% |
| Total | 40 | 100% |

Figure (4-1) Importance of Technology



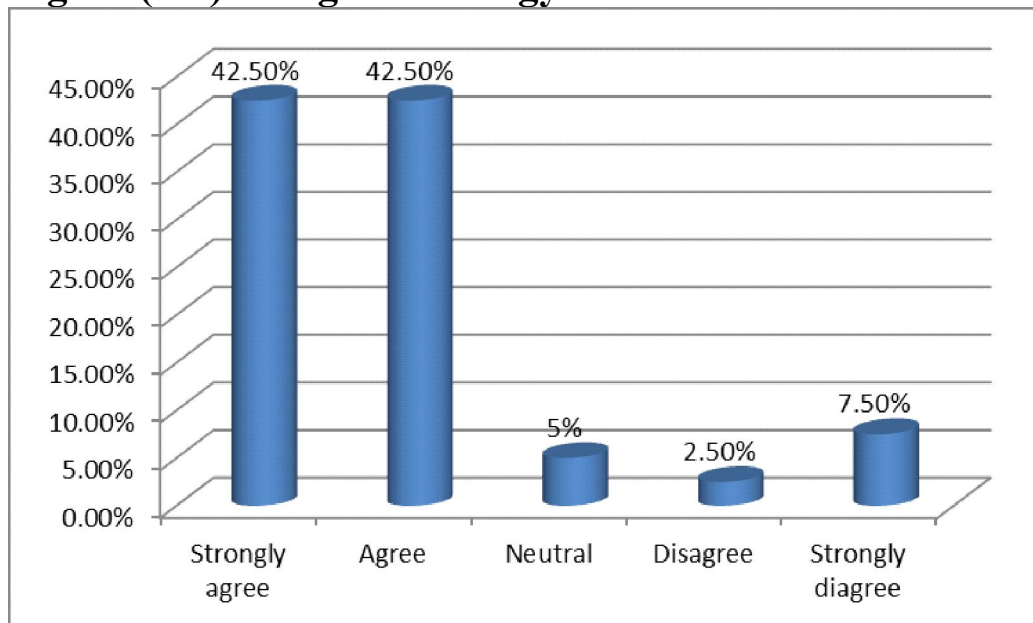
in this figure (4-1) and table (4-1) the students agree that technology tools is very important in learning English language, this assert the importance of technology.

Statement(2)Using technology tools in classroom is useful.

Table (4-2) Using Technology

| answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 17 | 42.5% |
| Agree | 17 | 42.5% |
| Neutral | 2 | 5% |
| Disagree | 1 | 2.5% |
| Strongly disagree | 3 | 7.5% |
| Total | 40 | 100% |

Figure (4-2) Using Technology



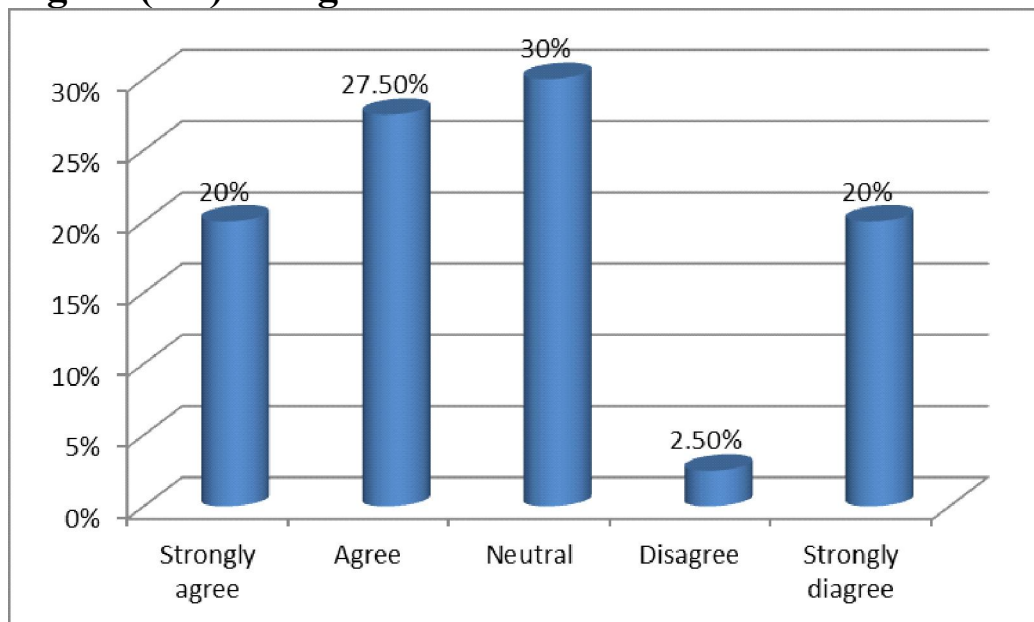
in this figure (4-2) and table (4-2) students marks strong agree and agree this means using technology tools in classroom is very useful.

Statement(3)Using Mobile Phone in Teaching is Possible.

Table (4-3) Using Mobile Phone

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 8 | 20% |
| Agree | 11 | 27.5% |
| Neutral | 12 | 30% |
| Disagree | 1 | 2.5% |
| Strongly disagree | 8 | 20% |
| Total | 40 | 100% |

Figure (4-3) Using Mobile Phone



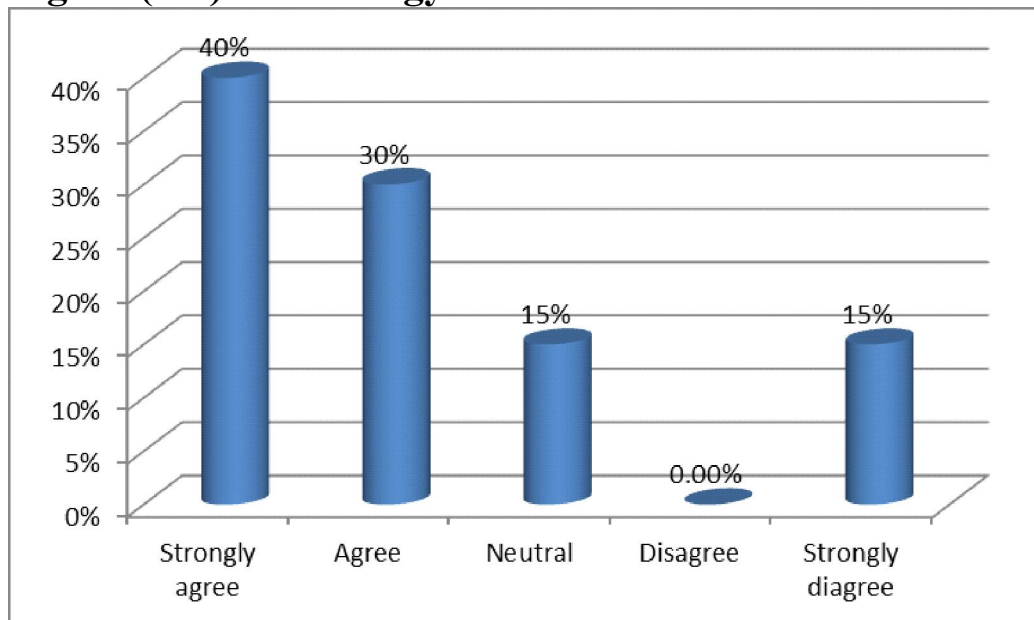
This figure (4-3) and table (4-3) shows that students answers vary between agree, disagree, and neutral, this means each one has it is own idea.

Statement(4)Technology Tools Save Time.

Table(4-4) Technology Save Time.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 16 | 40% |
| Agree | 12 | 30% |
| Neutral | 6 | 15% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 6 | 15% |
| Total | 40 | 100% |

Figure (4-4) Technology Save Time.



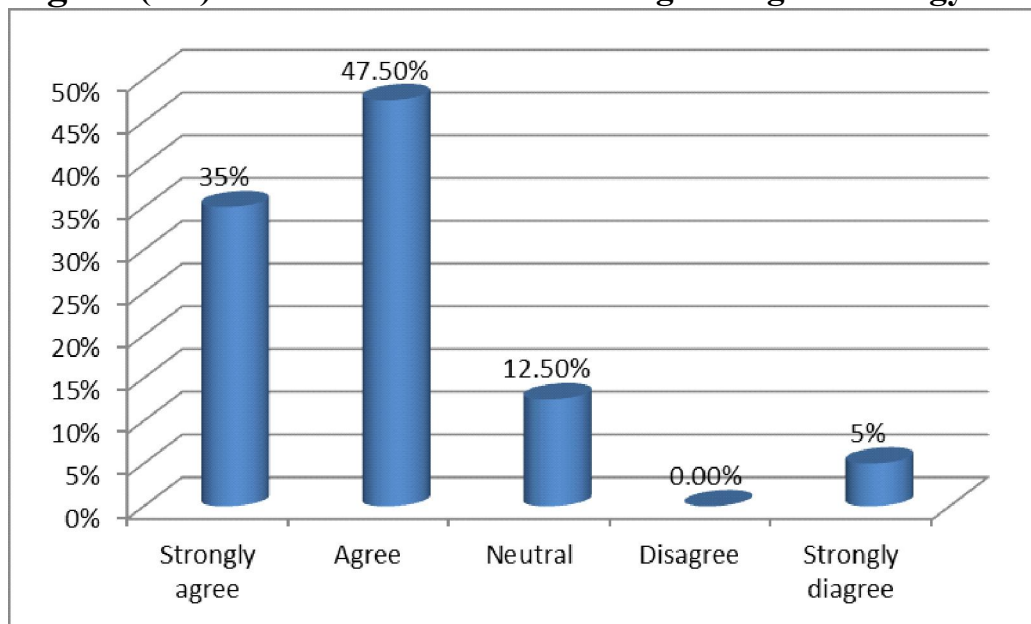
in this figure (4-4) and table (4-4) 40% of students mark strong agree that technology save time but some student see that it is not completely save time.

Statement(5) Authorities should encourage teachers to use technology tools.

Table(4-5) Authorities should encourage using technology.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 14 | 35% |
| Agree | 19 | 47.5% |
| Neutral | 5 | 12.5% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 2 | 5% |
| Total | 40 | 100% |

Figure (4-5) Authorities should encourage using technology.



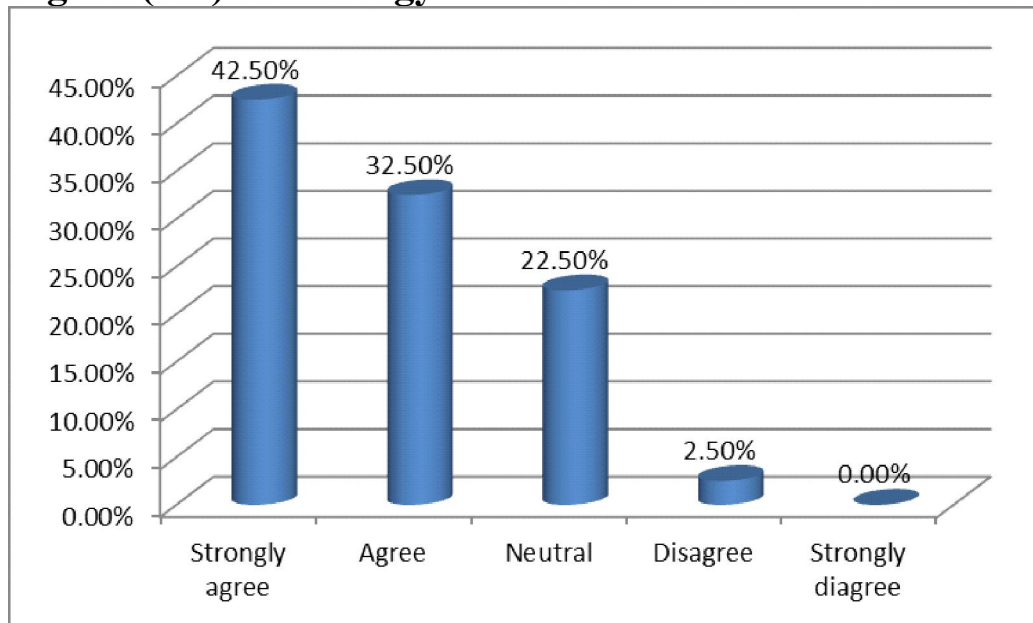
the figure (4-5) and table (4-5) above show that 47% of the students agree that authorities should encourage using technology tools in classroom and no one disagree of that.

Statement(6)Technology Tools Motivates Students to learn a lot.

Table(4-6)Technology Tools Motivation.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 17 | 42.5% |
| Agree | 13 | 32.5% |
| Neutral | 9 | 22.5% |
| Disagree | 1 | 2.5% |
| Strongly disagree | 0 | 0.0% |
| Total | 40 | 100% |

Figure (4-6)Technology Tools Motivation.



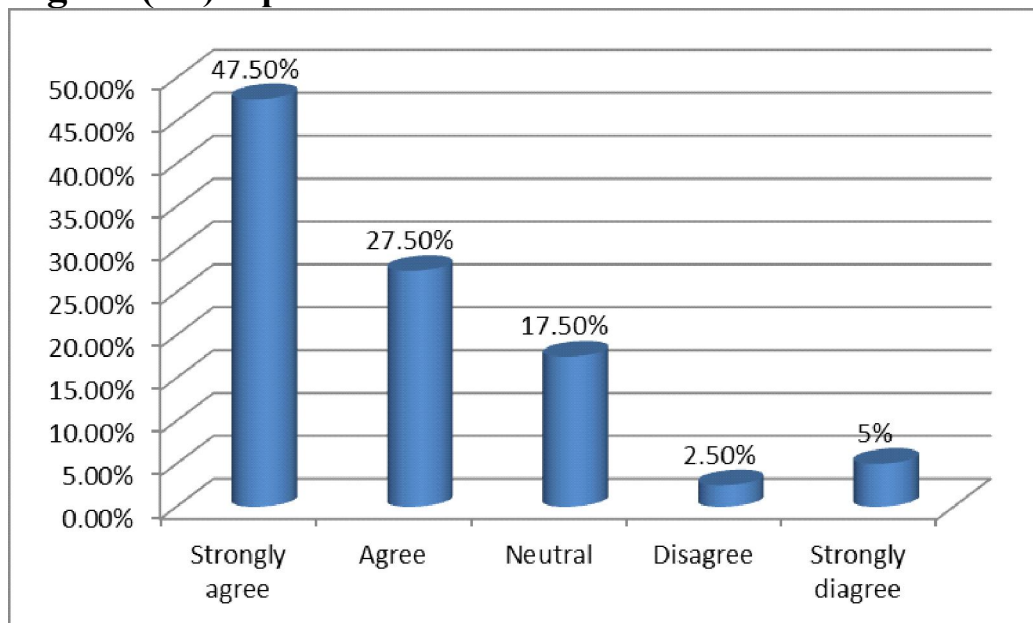
in this figure (4-6) and table (4-6) 96% majorities of students see that using technology tools will motivate students in learning English language, this means that teachers must encourage using technology tools.

Statement(7)Using Animation is Very Important.

Table(4-7)Importance of Animation.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 19 | 47.5% |
| Agree | 11 | 27.5% |
| Neutral | 7 | 17.5% |
| Disagree | 1 | 2.5% |
| Strongly disagree | 2 | 5% |
| Total | 40 | 100% |

Figure (4-7)Importance of Animation.



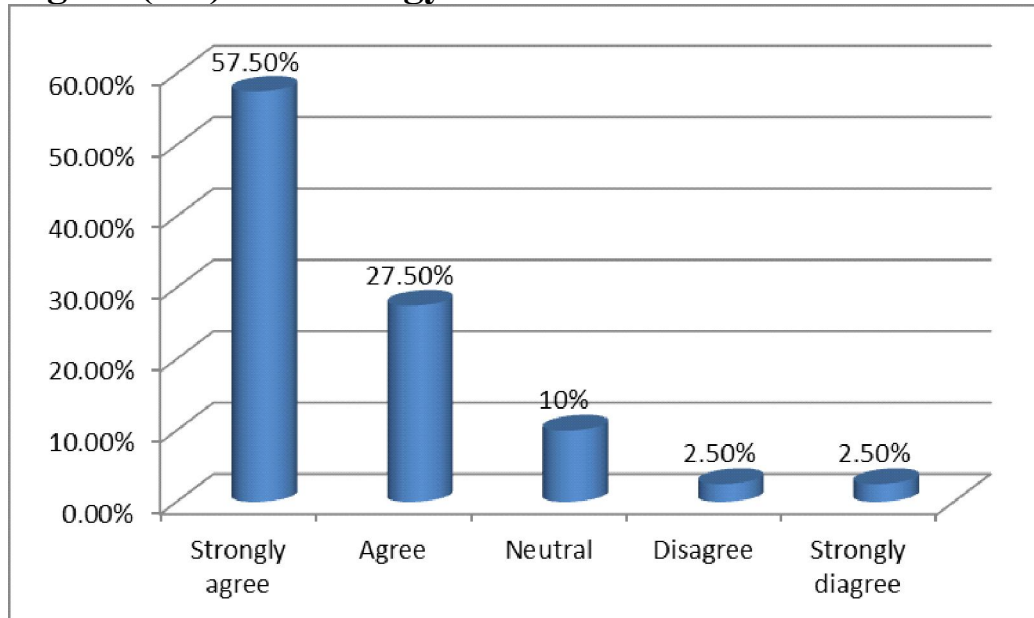
in this figure (4-7) and table (4-7) 74% most of students agree in using of animation to make the lesson understandable.

Statement(8)Technology tools making the presentation more interaction.

Table(4-8) Technology and Presentation.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 23 | 57.5% |
| Agree | 11 | 27.5% |
| Neutral | 4 | 10% |
| Disagree | 1 | 2.5% |
| Strongly disagree | 1 | 2.5% |
| Total | 40 | 100% |

Figure (4-8) Technology and Presentation.



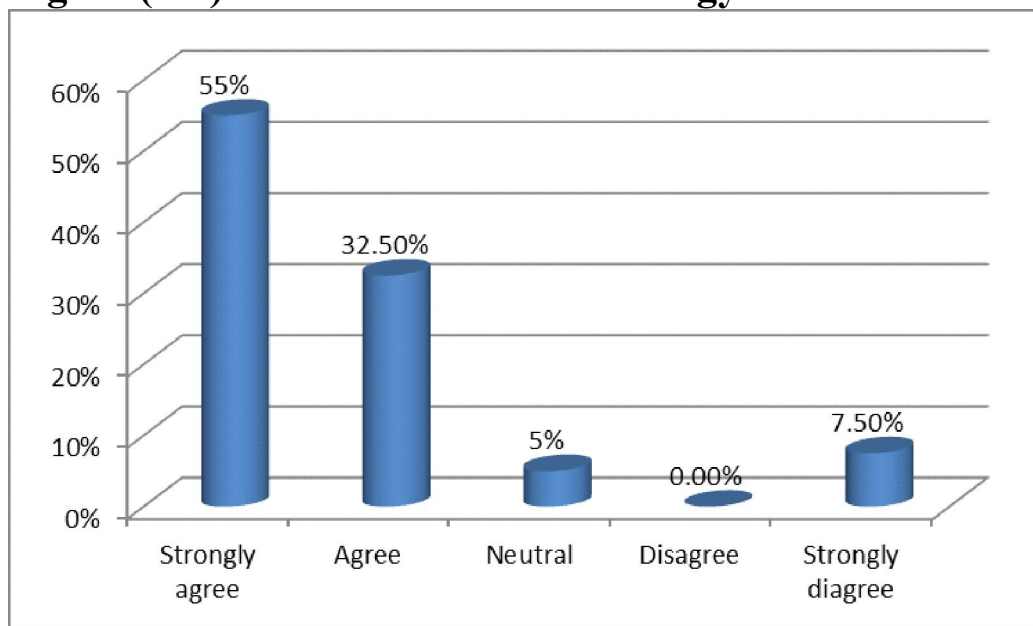
in this figure (4-8) and table (4-8) 34% out of students agree and strongly agree that technology are useful in presentation.

Statement (9) Technology Tools are More Effective Than Traditional Ones.

Table (4-9) Effectiveness of Technology.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 22 | 55% |
| Agree | 13 | 32.5% |
| Neutral | 2 | 5% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 3 | 7.5% |
| Total | 40 | 100% |

Figure (4-9) Effectiveness of Technology.



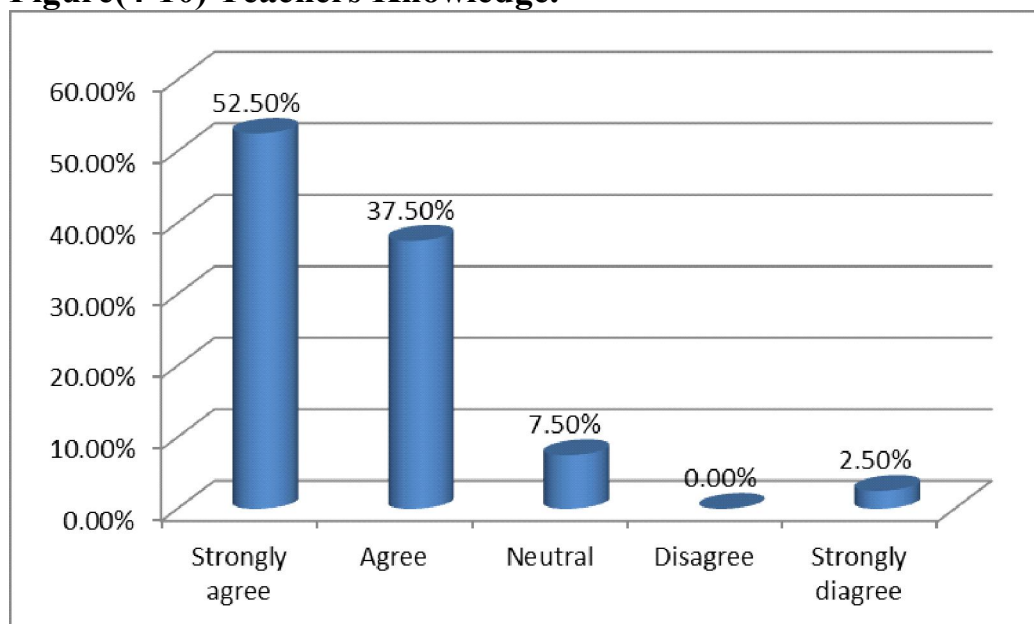
in the figure (4-9) and table (4-9) above 55% half of students agree that technology tools is more effective than traditional one.

Statement (10) Teachers Must Know How to Use Technology in Classroom.

Table(4-10) Teachers Knowledge.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 21 | 52.5% |
| Agree | 15 | 37.5% |
| Neutral | 3 | 7.5% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 1 | 2.5% |
| Total | 40 | 100% |

Figure(4-10) Teachers Knowledge.



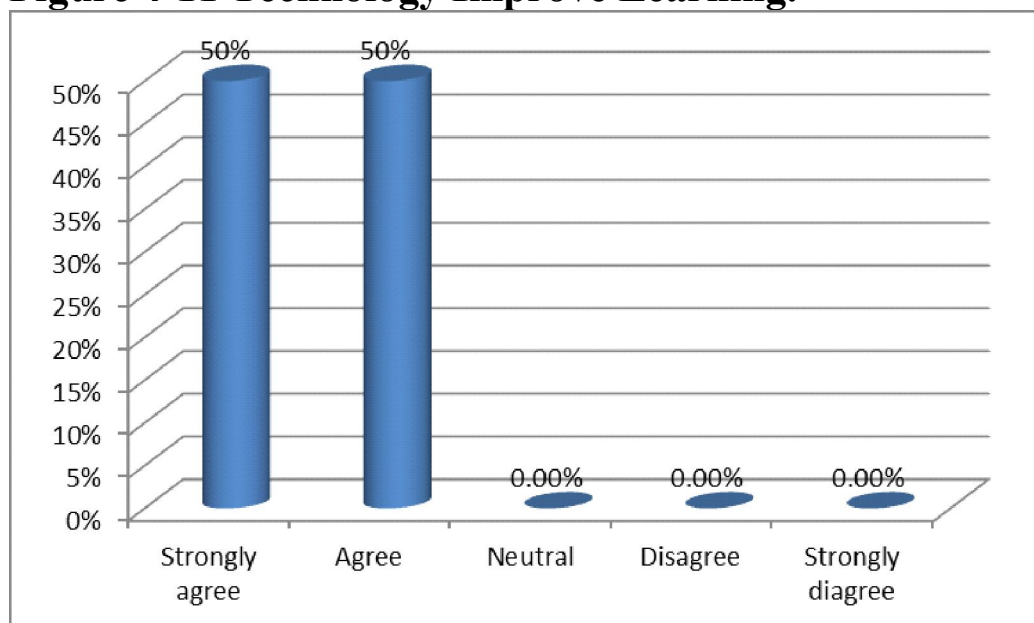
in this figure (4-10) and table (4-10) 89% majority agree that teachers must know how to use technology in classroom.

Statement(11)Students can improve their language by technology tools.

Table 4-11 Technology Improve Learning.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 20 | 50% |
| Agree | 20 | 50% |
| Neutral | 0 | 0.0% |
| Disagree | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% |
| Total | 40 | 100% |

Figure 4-11 Technology Improve Learning.



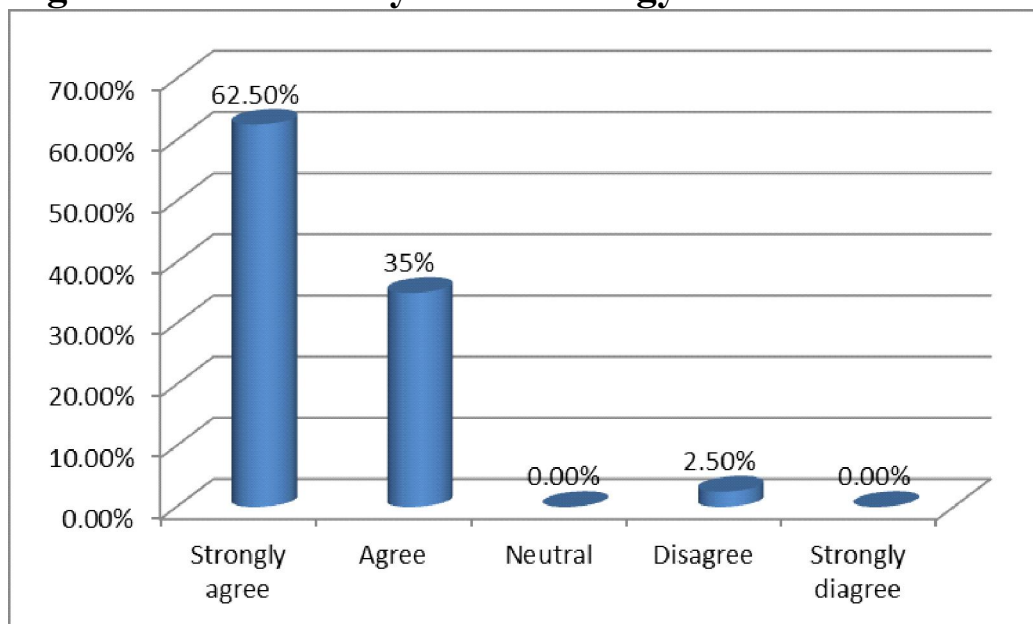
in this figure (4-11) and table (4-11) The results above show that of students agree that technology can improve their language this point prove the correct point of view of the researcher.

Statement (12) Learning How to Use Technology is Necessary

Table 4-12 Necessary of Technology.

| Answer | Frequency | Percentages |
|-------------------|-----------|-------------|
| Strongly agree | 25 | 62.5% |
| Agree | 14 | 35% |
| Neutral | 0 | 0.0% |
| Disagree | 1 | 2.5% |
| Strongly disagree | 0 | 0.0% |
| Total | 40 | 100% |

Figure 4-12 Necessary of Technology.



in the last figure (4-12) and table (4-12) most of students agree that learning how to use technology tools is necessary.

conclusion

According to above tables, this precentage show that the hypothesis of the researcher is correct this means technology tools is very important in learning English language. students and teachers can improve their skills and knowledge in it and technology tools have effective impact in learning English language that point what the researcher want to prove it in his research.

Chapter Five

Conclusion, Recommendation
& suggestions

Chapter five

Conclusions, recommendations and suggestions for the further studies

5-0 Introduction:-

This is the final chapter of the study. It consists of conclusions, recommendations, and suggestions for further studies.

5-1 conclusion:-

After the analysis of data the researcher has come up with the following conclusions:-

- 1- Technology tools are very important in learning English language.
- 2- Using mobile phone in teaching is possible.
- 3- Technology tools can save students and teachers time.
- 4- Authorities should encourage using technology tools in classrooms to help teachers and students.
- 5- Technology tools can improve student's language.

5-2 Recommendations

Depending on the results of the study, the recommendations are as follows:-

- 1- Teachers should know how to use technology tools and learn about it.
- 2- Students should use technology tools in classroom just for learning and using it in proper way.
- 3- Teachers must use technology tools in classroom in stead of traditional ones.
- 4- Sometimes teachers can use animations in classroom for more understanding so as not to be boring and then making the lesson interesting.

5-3 suggestions for further studies

- 1- Researchers can do experimental studies on technology tools and devices to examine this area.
- 2- Researchers can examine the use of technology tools in other areas, apart from Education.

Reference:

1. Barson, J, Debski – (1996) – calling back CALL – University of Harvey's second language Teaching and curriculum center.
2. Candlin, C.N, etc – (1987) – Language Learning tasks – Englewood Cliffs, NJ, and prentice Hall.
3. Chomsky. N – (1986) – knowledge of language: its nature, origin and use – New York, Praeger.
4. Warschauer, M&Meskill- C: 2000 – history of technology and language learning.
- 5- Clopton – (1994-1997- p.98) –Secretary's Fourth Annual Report on Teachers Quality.

University Students Questionnaire

| Statement | Strong agree | agree | Neutral | Strong disagree | disagree |
|---|-----------------|-------|---------|--------------------|----------|
| Technology is important in learning English language | | | | | |
| Using technology tools in classroom is useful | | | | | |
| Using mobile phone in teaching is possible | | | | | |
| Technology tools save time | | | | | |
| Authorities should encourage teachers to use technology tools | | | | | |
| Technology tools motivates students to learn a lot | | | | | |
| Using animation is very important | | | | | |
| Technology tools making the presentation more interaction | | | | | |
| Technology tools are more effective than traditional ones | | | | | |
| Teachers must know how to use technology in classroom | | | | | |
| Students can improve their language by technology tools | | | | | |
| Learning how to use technology is necessary | | | | | |